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ABSTRACT

A study was conducted to explore the goals, attitudes, perceptions, and other characteristics of community college vocational-technical students in four age intervals (three of which would be considered adult). Data were gathered at college entrance (with the Career Planning Profile), again after one term at the school (with the In-Program Follow-Up Questionnaire), and finally after most had graduated or were graduating. The sample totaled 7,933 students. For comparison, the sample was split into four age groups: 19 or less, 20-24, 25-39, and 40 and over. Differences in means and percentages were analyzed. The examination of total group differences was completed in an earlier study, so the purpose of this analysis was to relate the overall differences between the groups found earlier to differences between the sexes at each age level. The age levels clearly differed in various measures of developed ability, with older students typically having lower scores. But consistent declines in ability with age on all variables were found only for women. Older students typically earned higher grades than younger students, grades higher than their test scores would indicate. The trend for self-reported high school grades was just the opposite of that for college grades. For both high school and college grades, women had higher averages than men at all age levels. Expected sex differences were found on interests and vocational plans. (KM)

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DIFFERENCES IN CHARACTERISTICS AND OUTLOOKS OF MEN AND WOMEN COLLEGE STUDENTS AT VARIOUS AGE LEVELS[1]

Gary R. Hanson Oscar T. Lenning
The American College Testing Program

Older students make up an increasing portion of college student populations, especially at 2-year community colleges with their emphasis on community service and continuing education. A majority of these students attend classes part time, usually in the evening after a full day at a job. Many, however, are full-time students. Reasons for attending college at a later stage in life include the following: job obsolescence require retraining, desire for job advancement, company requirement for upgrading skills, more fullness of life and enjoyment, developing leisure time skills, a need for stimulating activities, etc.

Older students generally have received less attention from college counselors and other personnel than have youth. Some possible reasons are that these students tend to earn much better grades than younger students even though their college entrance test scores are much lower, and they thus appear not to need much academic counseling (Paraskevopoulos and Robinson, 1969, ACT, 1973); they are more mature; and in the past there have been far fewer of them on campus than other students. The research literature has generally ignored them, also. There are people, however, who believe that adult students may have as many needs as other students, in spite of their acknowledged

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maturity; because they have been away from an academic environment so much longer than the typical students, and because it becomes more difficult to adjust to change as one gets older.

Before colleges can effectively help adult students, they must understand the students and their needs. However, although some studies have described adult students (Chapman, 1959; Droege, Crambert, and Henkin, 1963; Hiltunen, 1965) while others have compared adult students as a group to typical college students (Ferguson, 1966; Johnstone and Rivera, 1959; Swinburne, 1970), it may be that adult students at different age levels have distinct needs also. Such a contention is supported by a study (ACT, 1972) which examined ACT score and high school grade differences at four types of colleges for four age levels. Definite differences were found among the four age levels. Therefore, the purpose of this study was to explore the goals, attitudes, perceptions, and other characteristics for college students in four different age intervals. Students in three of those intervals can logically be considered adult students. It should be emphasized here that not only are these students at different age levels, but these are students in community college vocational technical programs, another neglected area in the research literature. Of course, such a specialized population means that the study does not have direct applicability to the adult population in the arts and science area, and this must be a consideration in interpreting and applying the data. Data were gathered at college entrance, again after one term at the school, and finally after graduation.

The Sample and Procedures

In the fall of 1970, the newly developed ACT Career Planning Profile was

administered to a norming sample of 17,137 vocational-technical students who had just entered 100 postsecondary institutions throughout the country. The Career Planning Profile is a guidance-oriented instrument for collecting and interpreting information relevant to career planning for students and to administrative planning for institutions.[2] It consists of an interest inventory with eight scales, eight different ability scales covering a variety of skill areas, and a student information section which gathers information on background, nonacademic competencies, self-estimates, work orientation indices, environmental learning experiences, high school grade information, preferences, and goals. Another instrument in the ACT Career Planning Program is the In-Program Follow-Up Questionnaire, which is given after the student's first term in school. It gathers information on student grades, changes in student goals, and reactions to the school's programs, services, and facilities.

A total of 7,933 of the students completing the Career Planning Profile instrument also completed the In-Program Follow-Up Questionnaire after one term of enrollment plus a short questionnaire and address collection instrument (nine items plus their current and permanent mailing address) in the spring of 1972 after most of them had graduated or were graduating. These are the students who constituted the sample for this study.

For comparison purposes, the sample was split into the following four age groups: 19 or less, 20-14, 25-39, and 40 and over. The first group had 4,959 students (2,676 men and 2,283 women), the second group 1,579 students

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[2] For more detailed information about the content of the Career Planning Profile instrument, see pages 13-17 of Handbook for the Career Planning Program, 1972 edition (Iowa City, Iowa: The American College Testing Program, 1972).

(1,166 men and 413 women), the third group 974 students (559 men and 415 women), and the fourth group 421 students (182 men and 239 women).

Because of the number of variables involved plus the fact that this was an exploratory study, the decision was made to "eyeball" differences in means and percentages rather than conduct statistical tests.

Means and standard deviations were computed for the scale-score data (interests, abilities, and grades). Percentage distributions were computed for the remaining data, most of which were responses to Likert-type items. A total of 123 variables were examined in the study.

The examination of total-group differences was completed in an earlier study.[3] The purpose of the present study was to relate the overall differences between groups found earlier to differences between the sexes at each age level.

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[3]Gary R. Hanson and Oscar T. Lenning, "Differential Characteristics and Outlooks of College Students at Various Age Levels: Implications for Counseling Adult Students," (paper presented at the symposium "50,000 Potential and Growing: The Assessment of Adult Students," a program at the annual convention of the American College Personnel Association, Cleveland, Ohio, April, 1973.)

Results

Means and standard deviations for the eight ability scales Mechanical Skills, Non-verbal Reasoning, Clerical Skills, Numerical Computation, Mathematical Reasoning, Space Relations and Reading Skills are shown in Table 1. Several interesting trends are evident by age and sex. For example, no consistent decline by age was found for men on Mechanical Skills, Clerical Skills, and Reading Skills, although a slight decline was found for Mathematical Reasoning and Space Relations. For women, however, a consistent decline in abilities was found for Mechanical Skills, Non-verbal Reasoning, Clerical Skills, Numerical Computation, Mathematical Reasoning and Space Relations. A smaller (though consistent) decline was found for reading skills. For all age groups, men typically had higher means for the Mechanical Skills and Mathematical Reasoning ability measures, while the first three age groups of women had higher means on the Reading Skills, Clerical Skills, and Non-verbal Reasoning ability measures. A reverse in that finding was found for the women in the 40 year old and older (40 +) age group. In terms of the decline of ability with age a consistent overall decline in the ability measures was found for women but not for the men.

Means and standard deviations for the eight interest scales (Scientific, Health, Artistic, Social Service, Business Contact, Business Detail, Trades, and Technology) are shown in Table 2. No consistent trends across age levels were found in this data. The expected sex differences in the interest measures were found, with men obtaining higher means at every age level on the Scientific, Trades, and Technology scales and the women obtaining higher means on the Health, Artistic, and Social Service scales. Differences were smallest between

sexes for the Business Contact and Business Detail scales.

Means and standard deviations for high school grades and first-term post-secondary grades (vocational GPA, general studies GPA, and overall GPA) are shown in Table 3. The high school grades were self-reported while the college grades came from student records at the post-secondary institutions. As found in other similar studies, females typically had higher grade point averages in high school than men and this was true for every age level. For both men and women a consistent decrease in high school grade point averages was noted for the first three age groups. However, for the oldest age group, the grade point averages typically took an upward turn. Also, the youngest age group had the highest high school grade point average in each of the three areas and particularly for high school general studies.

For the college grade point averages a reverse trend from that found for high school grade average was noted. That is, the youngest age group typically obtained the lowest grades and there was a consistent positive increase in the grade point average with each age level except for men at the 25-39 and 40 + levels. Again the women in the sample obtained at least slightly higher means in every case than the men.

Table 4 presents percentage distributions for items dealing with educational plans. The first item, field of study at entrance, shows that men typically entered the trades and technology areas in greatest frequency. Women, on the other hand, entered the health area most frequently. Women entered the business office fields the next most frequently, and a decreasing number entered with each increasing age group. Social Science was the other important field for women at all age levels, although the percentages were small compared to the other two fields.

When the students in the sample were followed up two years later and asked in which program they graduated a pattern similar to that of when they entered was found. For example, the men tended to graduate in the trades-technical area most frequently and the women tended to graduate in the health and business office areas most frequently.

Percentages for the various items dealing with different goals and aspirations are presented in Table 5. When students were asked at which level they planned to complete their education, a much larger percentage of the older age groups indicated they planned to complete a vocational technical degree (less than two years) than did the younger groups. The younger groups on the other hand, aspired to a 2-year college degree or a bachelor's degree more frequently. Interestingly, a significant number of both men and women at all age levels aspired to graduate work. Sex differences were noted at the lower aspiration levels in that 40 + men aspired to vocational technical degrees more frequently than 40 + women, while a slight reverse was noted for this area at the other age levels. Another sex difference noted was that the younger men aspired to a bachelor's degree more frequently than the younger women.

Examinations of the five items dealing with life goal areas revealed several sex and age differences. An increasing percentage of older students indicated that "community service" was a very important goal for them. Also, noticeable sex differences were indicated at the "unimportant" level for that goal, i.e., many more men than women at each level, particularly the oldest age level, indicated that the community service goal was "unimportant." Sex differences were also noted for "financial goal" and "personal adjustment goal." For the

financial goal a much higher percentage of women indicated the financial goal was "important" while a higher percentage of men indicated the financial goal was "very important." Interestingly, a higher percentage of the youngest age group than the other age groups, felt that the personal adjustment goal was "very important."

There were a number of interesting sex-age group interactions for job values and preferences. For example, in the area of job independence, more men than women indicated "important" or "very important," particularly at the oldest age group. While all age sex groups universally indicated that job interest was "important" or "very important," it is interesting to note that the 40 + group had a much lower percentage indicating "very important." Sex differences were also noted for the importance of pay. For every age group, men indicated that pay was "important" or "very important" much more frequently than did women. Examination of the working condition preferences for the sample revealed the expected sex differences. For example, men preferred outdoor and physical activity much more frequently than women for all age groups while women preferred working with people versus working alone more frequently than did men. Several interesting age trends were also noted. For example, an increasing percentage of women preferred indoor work versus outdoor work at each increasing age group level.

Each student rated himself, relative to his peer group, on a number of personal traits using the following scale: below average, average, above average, top ten percent. When these self-estimates, reported in Table 7, were compared across the groups, the percentages were surprisingly similar.

There did, however, seem to be several interesting trends within the data. In terms of the self-estimate of academic motivation, each increasing age group tended to rate themselves with a greater percentage in the "above average" category with women rating themselves "above average" slightly more frequently than men in each age group. For example, only 29% of the men at 19 years or younger rated themselves above average in academic motivation while 41% of the 40 + males rated themselves above average. A similar trend in the self estimate of work motivation was noted. Again the older students tended to be more motivated to do well on the job than did the younger students.

As expected, the social maturity of the students in this sample increased with age as evidenced by the estimates of the ability to get along with others and the self estimate of social self confidence. Older students tend to rate themselves above average much more frequently than did the younger students.

As with the tested abilities found in Table 1, expected sex differences were found in the self estimates of various abilities. For example, women gave higher self estimates in the areas of artistic ability, clerical ability, and English ability while men gave higher self estimates in the areas of math ability, mechanical ability and scientific ability.

The last item in Table 7 provides some interesting information about the self perceptions of performance of the students after one semester of school. Although there is a consistent trend for the older students to achieve higher grades than did younger students (except for the 40 + group in relation to the 25-39 group), as pointed out in Table 3, there were few differences if any in the self rating of their own performance. That is, about the same percentage

of students at each age level indicated that they achieved about what they expected. A slightly smaller percentage of the youngest age group indicated achieving above their expectations as compared to the older age groups, however.

People often develop special skills (competencies) not taught in the academic classroom; either from a hobby or from some previous kind of work experience. Scale score percentages for these types of competencies are reported in Table 8. These scales were developed by having students indicate how frequently they did each of a number of activities and then scores were scaled from 1 to 5, separately by sex. Since these scales were developed separately by sex, few sex differences will be noted in the table. One would expect older students to obtain higher scores on these scales since the opportunity to accomplish these types of activities would be greater with increasing age. The results tend to support this. For example, with the exception of the scientific area for men, older students obtained higher scores than younger students for both men and women in all areas. This trend is particularly evident for the leadership competencies and for the skilled trades competencies for men.

At the time the students entered college they were given the opportunity to report where they needed help of various kinds. They could answer "Yes" or "No" to ten items that each express a potential student need. Group percentages for these items are reported in Table 9. Surprisingly, the four groups expressed similar needs for help. In general, all students espressed a greater need for help with improving their basic skills (studying, reading, mathematics, and technical-mechanical) than they did for personal needs (e.g. choosing a major, finding a place to live, obtaining financial aid). Slightly more of

the two middle age groups expressed a need for help with obtaining financial aid than either the youngest or oldest age groups. Also, fewer males in the 40 + age group indicated a need for help with reading and study skills.

Students in this sample were given the opportunity to rate various aspects of the college after one quarter or semester of college. Results are present in Table 10. One rather general finding was that in rating the various aspects of the college older students tended to rate all aspects somewhat more favorably. In many cases women rated these aspects more favorably than men. For example, the older students gave more favorable ratings in the following areas: rating of developmental services, satisfaction of program, whether they obtained skills applicable to their job, rating of their teachers knowledge, rating of the instructor interest in them and the rating of the instructors knowledge of the world of work. A smaller percentage of the 40 + age groups (males and females) never used the developmental services while a smaller percentage of the men in the youngest age group never used the counseling service. The younger students, on the other hand had a much higher percentage indicating that students should formulate school policy and that students did formulate school policy. Also a much higher percentage of the younger students participated in extracurricular activities than did adult students.

Approximately two years later when the students had graduated or were approaching graduation from their educational programs another questionnaire was administered in which the students were asked to rate several aspects of their educational program. The student ratings are presented in Table 11. Again, the older students tended to be more favorable in their reactions and ratings to their educational programs than were younger students. For example,

both males and females 40 years and older had a much larger percentage that were "highly satisfied" with their educational programs than did the 19 years or younger age group. The older age group rated how well their teachers taught much more favorably than did the younger age group. At this point in time, the student self-performance rating, based on a 2-year performance record, corresponds to their actual performance better than a similar rating taken after one semester of college courses. For example, a much larger percentage of the 40 + age group indicated that they performed well above average than did the youngest age group. Forty percent of the women 40 years and older rated themselves well above average while only 21% of the women 19 years old or younger rated themselves well above average.

Table 12 which presents some background information about students in each group also has some noteworthy findings. A much larger percentage of the older students than the younger students expected to work full time while the younger students expected to work either 1 to 15 hours or slightly over 15 hours per week on a part time basis. After one semester of work the students were asked how many hours they actually worked. Here again, older students had a much larger percentage in the none category and in the more than 35 hours per week category. The younger students tended to actually work part time much more frequently. A much larger percentage of the older students for both men and women tended to enroll part time as opposed to full time than did the younger students. Another interesting finding resulted when graduating students were asked what they planned to do next

year. The data in Table 12 indicates that younger students tended to report plans to return to school the following year somewhat more frequently than did the adult students.

Discussion and Conclusions

The purpose of this study was to examine the abilities, interests, goals, attitudes, perceptions, and other characteristics of voc-tech community college students from different age levels. It should be kept in mind that this is a specialized population, and that a similar study of arts and sciences students might obtain some different results. For example, older women whose children have left home and who are now going to college in order to enrich their lives might be expected to have different motivations and perceptions than older women in training for a vocation. Similar studies of various age groups in different programs and in different types of post-secondary institutions are needed.

The different age levels of students in the study clearly differed in terms of various measures of developed ability, with older students typically having lower ability scores. However, consistent declines in ability with age on all variables were found only for women and no pattern at all was found for men on Mechanical Skills, Clerical Skills and Reading. It may be that men have more opportunities to practice various skills than do women because a larger percentage of them are in skilled and professional positions in the occupational world.

As found in other studies (Paraskevoupolous and Robinson, 1969; ACT, 1972), older students typically earned higher grades than younger students, grades that were much higher than their test scores will indicate. Test scores

should obviously be used in a different way for adult students than for younger students. Also revealing was the fact that after one term, their was little difference among the groups on self-ratings of GPA performance with respect to their peers. By the end of two years, however, the older students were more "realistic" on this account. Why did the older students downgrade their achievements after the first term?

Interestingly, the trend for self reported high school grade averages was just the opposite of that found for college grades, except at the high end. Although this could be the result of differences in memory, "changes in high school grading standards over the years" seems to be fully as plausible a hypothesis. For both high school grades and college grades, women typically had higher grade point averages than men at all age levels.

Except for the expected sex differences at every age level, no differences were noted on inventoried interests. (The differences between the sexes were smallest on the Business Contact and Business Detail scales.) As indicated by earlier research with other interest instruments, interests appear to remain quite stable over time.

The expected differences were also noted in vocational plans. The women emphasized health and business office occupations while the men emphasized trades and technology. Also as might be expected, a decreasing percentage of women with an increase in age entered business office programs. The youngest group of students reported that they made their vocational choices at an earlier age than the older groups, and they were presently less certain of their choices. Women tended to be more certain of their vocational choices than did men.

Since these were voc-tech students, it should not be surprising that the most important goal a all age levels (and especially among older students) was to secure vocatioal or professional training" with the second most important goal being b "develop skills for finding a job." However, both men and women exhibted increasing concern about the welfare of others with increases in age, and this concern was highest for women within each age level. Concernig other goals, men exhibited more concern about finances then did women at eah level, while the youngest group exhibited more concern about personal adjustment than did the older groups.

Since these wereprimarily voc-tech students, it is especially interesting that significant proportions (near 10% for some of the groups) aspired to attend graduate schod. Also stimulating was the finding that the 40 + men aspired to voc-tch degrees more often than the 40 + women, while the opposite (although mch less worked) was noted for the other three age groups. Perhaps this relatedto the observation about older housewives made at the beginning of this secion. Another noteworthy finding, which could conceivably be the result of diffe ences in parental pressures, was that larger percentage of men in the youngest roup aspired to a bachelor's degree than was true of women in that group.

When asked to evaluate various aspects of their institution after the first term, invaribly women were more positive in their reactions than men, and older students say things in a more positive light than did younger students. There was a definite trend from one age level to another. The same was true of the students' satisfaction with their programs, and their overall

evaluations of the institution, about a year and a half later near the time of graduation. Undoubtedly their much greater and more varied experience "out in the real world" and their maturity has lowered the older students' idealism and their expectations, but could there be other factors as well?

Of particular interest to counselors and student personnel workers is the students' involvement in his educational community outside the classroom. This involvement may take the form of extracurricular and social activities, using developmental services, requesting help with particular needs, and seeking counseling. While some differences were noted for specific types of activities, the similarity across the four age groups was quite remarkable. Before entering college all age groups felt a need for certain types of student personnel services ranging from help with study skills to help with choosing a major. Generally, older students use developmental services more but counseling services less than younger students.

That adults participate less in extracurricular activities and are less concerned with formulating school policy may indicate a greater involvement with their home and family or that the community colleges are not providing the types of activities which interest adult students. Concerning estracurricular activities, Hiltunen (1965) concluded from her study of university students that there was a need for the institution to provide special extracurricular opportunities for adult students. None of her university students had participated in any organized campus activities during the first semester, and only a few indicated any plans to do so in the future. Yet about helf replied that they would be interested in forming a group whose ages and interests would be similar to their own. How would adult students in the community college respond to such

a question?

In conclusion, the older students and younger students in the large sample under study were similar in many respects. However, there were a number of important differences among the age groups, and some noteworthy interactions between age and sex. This study demonstrates once again that significant findings may be masked if the researcher concentrates only on total group differences and does not study the sexes separately.

TABLE 1

AGE-GROUP MEANS AND STANDARD DEVIATIONS

FOR THE CPP ABILITY SCALES[a]

Ability Scales		19 Years Old or Younger	20-24 Years Old	25-39 Years Old	40 Years Old or Older
Mechanical Skills	M	54.56 (9.01)	54.89 (9.45)	55.32 (10.08)	54.02 (9.66)
	F	45.47 (7.61)	45.19 (8.36)	44.67 (8.60)	42.91 (9.25)
Numerical Reasoning	M	51.69 (9.58)	50.93 (9.59)	47.39 (10.36)	43.85 (10.55)
	F	52.56 (9.34)	50.27 (11.00)	47.38 (10.33)	41.50 (9.72)
Clerical Skills	M	49.90 (9.57)	50.71 (9.99)	50.11 (10.77)	47.98 (11.21)
	F	53.23 (10.22)	51.11 (11.21)	49.70 (10.67)	46.44 (11.69)
Numerical Computation	M	51.70 (9.90)	50.99 (10.20)	49.20 (10.04)	46.41 (11.56)
	F	53.08 (10.18)	50.34 (10.17)	46.89 (9.63)	45.31 (8.29)
Mathematical Reasoning	M	53.17 (10.26)	52.39 (10.09)	51.30 (10.01)	50.28 (9.80)
	F	49.92 (10.38)	48.53 (10.37)	45.69 (9.99)	45.01 (8.71)
Space Relations	M	52.89 (9.76)	52.47 (10.44)	51.75 (11.50)	48.28 (12.72)
	F	48.49 (9.06)	47.75 (9.51)	46.01 (10.07)	43.04 (9.39)
Reading Skills	M	51.06 (9.39)	51.59 (10.07)	51.56 (10.54)	48.92 (10.18)
	F	52.43 (9.47)	52.04 (11.01)	51.81 (11.01)	49.02 (10.34)

[a]The standard deviations are shown in parentheses.

TABLE 2

AGE-GROUP MEANS AND STANDARD DEVIATIONS

FOR THE CPP VOCATIONAL INTEREST PROFILE[a]

Interest Scales		19 Years Old or Younger	20-24 Years Old	25-39 Years Old	40 Years Old or Older
Scientific	M	52.04 (9.50)	54.21 (9.34)	55.10 (9.11)	54.22 (9.78)
	F	45.04 (9.69)	47.99 (9.42)	49.42 (9.16)	48.23 (9.55)
Health	M	45.97 (8.18)	47.42 (8.50)	47.16 (8.48)	46.09 (9.83)
	F	53.79 (9.58)	56.38 (9.47)	58.45 (9.72)	57.28 (10.89)
Artistic	M	46.96 (9.21)	48.81 (9.49)	47.93 (8.81)	47.55 (9.43)
	F	54.30 (9.18)	54.31 (8.51)	53.60 (9.47)	55.06 (8.66)
Social Service	M	45.37 (8.89)	47.70 (9.12)	47.59 (8.71)	47.63 (10.05)
	F	56.06 (8.29)	55.86 (8.36)	55.69 (8.95)	55.84 (8.19)
Business Contact	M	48.64 (9.75)	49.97 (9.80)	49.20 (9.93)	48.94 (10.31)
	F	51.75 (9.47)	49.31 (9.58)	48.47 (9.83)	49.34 (10.20)
Business Detail	M	47.30 (8.79)	49.02 (8.90)	49.33 (9.23)	50.01 (9.51)
	F	53.66 (9.92)	52.15 (10.55)	51.10 (10.42)	53.53 (10.27)
Trades	M	55.64 (7.61)	54.72 (7.82)	55.82 (7.48)	55.53 (7.16)
	F	40.73 (8.26)	41.73 (8.21)	40.51 (8.87)	40.87 (8.41)
Technology	M	54.37 (8.63)	55.19 (9.09)	54.89 (8.31)	55.20 (8.19)
	F	42.54 (7.94)	43.11 (8.08)	42.35 (8.94)	42.90 (8.35)

[a]The standard deviations are shown in parentheses.

TABLE 3

AGE-GROUP MEANS AND STANDARD DEVIATIONS FOR COLLEGE AND HIGH SCHOOL GPA

GPA Description		19 years old or younger	20 - 24 years old	25 - 39 years old	40 years old or older
College Voc-Tech Courses	M	2.61 (.81)	2.82 (.84)	2.97 (.83)	2.93 (.92)
	F	2.71 (.82)	2.84 (.85)	2.96 (.77)	2.98 (.79)
College General Studies	M	2.45 (.86)	2.65 (.87)	2.95 (.81)	2.77 (.86)
	F	2.69 (.77)	2.83 (.87)	2.98 (.76)	3.06 (.91)
College Overall GPA	M	2.53 (.74)	2.77 (.77)	2.96 (.77)	2.90 (.84)
	F	2.69 (.71)	2.85 (.77)	2.97 (.73)	3.00 (.79)
H.S. Voc-Tech Courses	M	2.35 (.61)	2.21 (.58)	2.17 (.62)	2.33 (.67)
	F	2.71 (.60)	2.54 (.60)	2.54 (.65)	2.59 (.66)
H.S. General Studies	M	2.66 (.93)	2.49 (.91)	2.33 (.91)	2.35 (.96)
	F	2.97 (.86)	2.64 (.91)	2.55 (.91)	2.56 (.93)
H.S. Overall GPA	M	2.47 (.56)	2.32 (.56)	2.27 (.62)	2.42 (.65)
	F	2.81 (.56)	2.62 (.58)	2.59 (.64)	2.64 (.64)

[a] The standard deviations are shown in parentheses.

TABLE 4

AGE-GROUP PERCENTILE DISTRIBUTIONS FOR
ITEMS DEALING WITH VOCATIONAL CHOICE

Questionnaire Item	19 Years Old or Younger		20-24 Years Old		25-39 Years Old		40 Years Old or Older	
	M	F	M	F	M	F	M	F
Field of Study at Entrance								
Undecided	7	7	5	5	4	5	2	4
Trades	38	1	39	3	39	2	53	3
Technology	23	1	24	2	20	1	11	1
Natural Science	1	1	1	0	1	1	0	0
Arts	5	8	5	4	2	3	3	3
Health	3	31	4	46	5	55	4	56
Social Science	5	11	5	10	14	14	9	13
Business Sales	9	4	8	3	5	2	7	1
Business Office	9	37	9	27	11	18	11	20
Time of Vocational Choice								
9th grade or before	13	13	8	14	4	19	7	17
10th grade	12	11	5	7	2	4	5	6
11th grade	19	19	6	5	1	3	1	2
12th grade	32	35	8	7	2	4	4	3
after high school	24	21	73	68	90	71	84	73
How Sure of Vocational Choice								
Very sure	37	44	46	59	54	64	42	62
Fairly sure	46	42	39	31	33	28	42	27
Not sure	17	13	14	11	13	8	16	10
Program Graduated In								
Trades	42	1	42	2	40	2	50	2
Technical	21	1	23	2	20	2	13	1
Natural Science	3	1	2	1	1	1	0	1
Arts	5	6	5	5	2	4	2	1
Health	4	35	5	53	7	62	6	66
Social Science	7	15	8	11	16	15	13	10
Business Sales	9	6	8	4	6	1	6	3
Business Office	9	35	8	22	9	13	9	17

TABLE 5

AGE-GROUP PERCENTAGE DISTRIBUTIONS FOR
ITEMS DEALING WITH GOALS AND ASPIRATIONS

Questionnaire Item	19 Years Old or Younger		20-24 Years Old		25-39 Years Old		40 Years Old or Older	
	M	F	M	F	M	F	M	F
Educational Aspirations								
high school diploma	3	1	2	1	2	4	5	8
voc-tech (less than 2 years)	22	25	26	30	35	37	50	42
2-year college degree	36	46	35	38	34	30	27	35
bachelors degree	27	21	26	22	22	23	8	10
graduate work	11	7	11	9	7	7	10	6
Community Service Goal								
very unimportant	4	1	4	1	4	2	3	2
unimportant	26	13	25	13	23	13	21	4
important	60	64	58	65	55	58	56	61
very important	11	22	13	22	18	27	20	33
Family-Centered Goal								
very unimportant	1	1	2	2	2	2	6	6
unimportant	3	1	3	2	2	1	1	1
important	19	9	18	13	17	11	22	14
very important	77	89	78	84	79	86	72	79
Financial Goal								
very unimportant	1	2	2	2	1	3	2	2
unimportant	8	15	9	17	12	17	9	20
important	51	62	54	62	56	65	58	67
very important	41	22	35	19	31	15	31	12
Job-Centered Goal								
very unimportant	0	1	1	1	1	1	4	3
unimportant	1	1	1	1	2	0	0	0
important	26	32	26	30	25	31	34	29
very important	73	66	72	68	72	68	61	68
Personal Adjustment Goal								
very unimportant	0	0	1	1	0	2	4	4
unimportant	1	0	1	0	1	0	2	0
important	30	17	31	19	34	23	37	19
very important	68	83	67	80	64	76	58	77
Most Important Goal								
to develop the mind	10	10	12	13	10	9	11	9
to secure voc. or prof. training	52	56	53	55	57	70	63	67
to earn a higher income	9	3	11	5	14	6	9	4
to develop skills for finding a job	19	22	14	19	14	11	11	17
to learn to enjoy life	1	1	1	1	2	2	2	0
to develop a philosophy of life	0	1	1	1	0	0	2	0
other	9	7	8	6	4	3	3	4

TABLE 6

AGE-GROUP PERCENTAGE DISTRIBUTIONS
FOR JOB VALUES AND PREFERENCES

Rated Importance of Six Different Factors in a Job	19 Years Old or Younger		20-24 Years Old		25-39 Years Old		40 Years Old or Older	
	M	F	M	F	M	F	M	F
Co-workers								
very unimportant	1	1	1	2	2	1	4	3
unimportant	6	3	6	3	6	6	7	8
important	47	41	46	45	51	51	51	52
very important	46	56	48	51	42	41	38	37
Independence								
very unimportant	3	4	2	3	3	4	4	5
unimportant	30	40	25	36	27	44	24	50
important	48	45	48	46	48	40	52	38
very important	19	12	25	14	23	13	20	7
Interest								
very unimportant	1	1	1	2	2	2	4	4
unimportant	2	0	1	1	3	1	2	1
important	24	19	24	17	27	26	44	30
very important	74	80	74	80	68	71	49	65
Job Security								
very unimportant	4	6	7	10	9	15	7	13
unimportant	23	33	29	33	27	34	32	40
important	49	46	41	38	42	37	42	33
very important	24	15	23	18	22	13	19	15
Pay								
very unimportant	7	10	8	16	10	18	9	22
unimportant	38	50	39	44	37	47	41	51
important	43	34	41	35	39	28	39	23
very important	12	6	12	5	14	6	11	4
Responsibility								
very unimportant	1	2	2	3	2	4	4	5
unimportant	15	18	15	22	15	22	16	20
important	53	52	57	52	52	54	51	54
very important	31	29	27	23	31	20	29	21
Indoor (A) vs Outdoor (B)								
strongly prefer A	12	17	12	24	13	32	19	39
prefer A	37	54	38	49	35	49	31	48
prefer B	31	20	30	19	30	12	26	5
strongly prefer B	18	7	17	7	16	3	17	3

Table 6 continued	M	F	M	F	M	F	M	F
Working with People (A) vs Working Alone (B)								
strongly prefer A	28	46	26	46	25	48	28	49
prefer A	49	42	49	38	46	40	43	36
prefer B	18	9	16	11	19	8	19	5
strongly prefer B	4	2	6	4	4	2	4	3
Working at a Variety of Tasks (A) vs Working at the same tasks (B)								
strongly prefer A	36	41	43	51	46	51	34	47
prefer A	51	48	46	39	41	38	45	41
prefer B	9	7	6	7	6	5	8	5
strongly prefer B	3	2	2	2	2	3	7	7
Physical Labor (A) vs Little Physical Activity (B)								
strongly prefer A	37	26	33	34	35	36	29	30
prefer A	40	38	41	35	39	40	38	40
prefer B	16	27	18	21	16	15	17	16
strongly prefer B	5	8	6	9	5	6	9	9

TABLE 7

AGE - GROUP PERCENTAGE DISTRIBUTIONS FOR
ITEMS DEALING WITH SELF - ESTIMATES

SELF - ESTIMATE ITEM		19 years old or younger		20 - 24 years old		25 - 39 years old		40 years old or older	
		M	F	M	F	M	F	M	F
Est. of acad. motivation	Below Avg.	5	3	5	2	4	2	4	3
	Average	61	50	52	47	46	34	45	41
	Above Avg.	29	38	36	40	39	47	41	42
	Top 10%	5	9	8	11	11	18	10	15
Est. of adaptability	B.A.	5	4	5	5	6	3	3	3
	A.	59	56	48	55	44	48	53	56
	A.A.	31	34	38	34	44	38	35	34
	Top 10%	5	6	10	7	7	10	9	7
Est. of artist. ability	B.A.	38	32	39	35	47	42	55	49
	A.	38	44	38	45	37	40	31	41
	A.A.	20	20	19	16	14	16	12	9
	Top 10%	4	4	5	4	3	2	2	2
Est. of clerical ability	B.A.	25	13	25	17	20	17	18	18
	A.	56	54	53	53	55	58	51	52
	A.A.	16	28	19	25	21	20	27	23
	Top 10%	3	6	3	5	4	5	4	7
Est. of common sense	B.A.	1	2	2	3	2	2	1	1
	A.	45	53	39	52	37	54	39	53
	A.A.	44	38	46	35	44	37	48	40
	Top 10%	11	8	14	9	17	7	12	7
Est. of coping ability	B.A.	7	7	5	10	5	7	4	2
	A.	61	66	57	63	56	56	53	60
	A.A.	28	24	33	24	34	32	32	34
	Top 10%	4	3	5	4	5	5	11	4
Est. of English ability	B.A.	24	10	27	12	28	13	24	10
	A.	58	60	56	57	55	61	52	56
	A.A.	16	25	14	26	14	23	17	27
	Top 10%	2	5	3	6	3	3	7	7
Est. of ability to get along	B.A.	3	1	3	2	3	2	3	2
	A.	46	39	41	41	38	44	35	41
	A.A.	41	47	43	46	44	42	43	48
	Top 10%	11	12	14	11	15	13	19	10
Est. of learning ability	B.A.	6	6	8	7	9	6	12	10
	A.	63	63	62	61	61	69	62	72
	A.A.	28	27	26	29	26	21	23	16
	Top 10%	3	4	5	4	4	4	3	3

Table 7 continued.

		M	F	M	F	M	F	M	F
Est. of liking school	B.A.	11	8	9	4	5	2	1	2
	A.	59	52	53	44	46	36	47	32
	A.A.	25	33	31	41	40	47	42	52
	Top 10%	5	8	6	11	9	15	10	14
Est. of math ability	B.A.	24	37	22	35	23	41	24	42
	A.	49	48	52	48	54	48	48	49
	A.A.	22	13	23	14	20	9	21	9
	Top 10%	5	2	4	3	3	2	7	1
Est. of mech. ability	B.A.	6	47	6	39	7	43	4	42
	A.	38	44	38	48	37	46	41	47
	A.A.	44	8	42	12	43	11	45	9
	Top .0%	13	1	13	1	14	1	10	2
Est. of physical energy	B.A.	4	7	4	8	4	5	15	7
	A.	44	58	43	60	43	58	48	52
	A.A.	40	28	40	27	41	32	27	33
	Top 10%	13	6	14	4	12	4	9	8
Est. of Scientific ability	B.A.	34	43	31	40	37	40	36	49
	A.	51	49	50	48	50	51	44	45
	A.A.	13	8	17	10	10	8	16	6
	Top 10%	3	1	2	2	3	1	3	1
Est. of Social Self Confidence	B.A.	22	15	18	17	20	12	13	8
	A.	56	58	54	58	52	55	55	55
	A.A.	18	23	23	20	23	28	24	30
	Top 10%	3	5	5	6	5	6	8	6
Est. of work motivation	B.A.	1	1	2	2	2	1	1	2
	A.	39	35	35	31	27	25	28	23
	A.A.	48	51	49	52	54	56	55	56
	Top 10%	12	13	14	15	18	18	17	19
Self performance rating	much lower than expected	2	2	2	1	1	1	2	1
	lower than expected	16	14	13	11	11	12	17	17
	about what expected	52	57	44	56	46	46	45	44
	higher than expected	27	25	37	29	34	34	30	29
	much higher than expected	2	2	5	3	7	6	6	9

TABLE 8

AGE - GROUP PERCENTAGE DISTRIBUTIONS FOR NONACADEMIC COMPETENCIES

Competency Scores		19 years old or younger		20 - 24 years old		25 - 39 years old		40 years old or older	
		M	F	M	F	M	F	M	F
Scientific competencies	1	5	11	4	8	6	6	7	4
	2	22	32	18	26	25	33	23	34
	3	30	29	32	30	30	34	29	30
	4	31	23	34	27	32	22	34	21
	5	11	6	12	9	8	4	7	2
Home Economics competencies	1	17	8	12	8	6	1	8	2
	2	15	37	11	22	6	9	2	7
	3	50	32	48	32	45	26	42	19
	4	14	19	23	29	32	41	35	48
	5	4	3	7	8	10	24	13	23
Artistic competencies	1	14	8	17	6	18	11	19	10
	2	15	21	14	22	17	20	11	20
	3	44	37	40	37	39	34	46	31
	4	20	28	19	29	17	27	14	34
	5	8	6	10	6	8	9	10	5
Business competencies	1	8	5	8	3	5	2	8	1
	2	28	30	24	27	25	24	25	21
	3	32	38	29	36	30	37	27	38
	4	28	24	33	28	33	29	31	33
	5	4	4	6	7	7	7	9	6
Clerical competencies	1	13	5	7	4	5	3	4	3
	2	18	33	11	30	11	23	9	22
	3	47	31	42	27	36	29	27	27
	4	18	25	30	29	32	29	35	35
	5	4	6	10	9	16	16	26	13
Leadership competencies	1	18	7	14	7	12	6	6	3
	2	17	28	13	30	11	20	7	18
	3	41	40	43	39	41	34	38	32
	4	20	20	24	19	30	29	34	27
	5	4	6	6	7	7	12	15	21
Skilled Trades competencies	1	10		8		3		4	
	2	29		22		14		16	
	3	39		39		43		41	
	4	18		23		28		26	
	5	5		9		12		13	

TABLE 9

AGE-GROUP PERCENTAGE DISTRIBUTIONS
FOR EXPRESSED NEEDS FOR HELP

Expressed Need		19 Years Old or Younger		20-24 Years Old		25-39 Years Old		40 Years Old or Older	
		M	F	M	F	M	F	M	F
Finding employment while attending school	Yes	29	31	28	24	17	10	12	9
	No	60	64	60	65	67	79	70	76
	No Response	11	5	13	11	16	12	19	16
Financial aid for my first school term	Yes	17	18	23	26	22	24	15	15
	No	72	77	64	63	61	65	67	70
	No Response	12	5	13	12	17	11	18	15
Need help to find place to live	Yes	5	4	8	6	4	1	3	1
	No	95	97	92	94	96	99	97	99
Need help with choosing a major	Yes	23	21	18	13	16	13	9	16
	No	77	79	82	87	84	87	91	84
Need help with study skills	Yes	60	56	63	55	62	59	49	61
	No	40	44	37	45	38	41	51	39
Need help with reading skills	Yes	55	50	62	52	61	54	47	54
	No	45	50	38	48	39	46	53	46
Need help with math skills	Yes	61	66	67	65	71	75	64	79
	No	39	34	33	35	29	25	36	21
Need help with tech. mech. skills	Yes	61	58	61	61	64	63	67	67
	No	40	42	39	39	37	37	33	33

TABLE 10

AGE-GROUP PERCENTAGE DISTRIBUTIONS FOR
RATINGS OF VARIOUS ASPECTS OF THE COLLEGE

		19 years old or younger		20-24 years old		25-39 years old		40 years old or older	
		M	F	M	F	M	F	M	F
Rating of Developmental Services	Extremely valuable	10	10	15	13	17	24	24	32
	Worthwhile	35	31	32	25	31	29	40	28
	Little benefit	17	12	13	14	9	6	8	8
	Never used	34	44	38	45	40	41	28	31
	Not offered	4	2	3	3	2	1	0	1
Rating of Faculty Advising	Extremely valuable	26	28	26	25	27	29	30	41
	Worthwhile	42	45	41	41	34	45	34	31
	Little benefit	16	16	17	15	15	11	10	7
	Never used	15	11	14	17	23	15	25	21
	Not offered	1	0	2	2	1	0	1	1
Rating of Counseling Services	Extremely valuable	20	25	20	21	19	24	26	30
	Worthwhile	33	36	35	36	27	34	25	34
	Little benefit	21	17	20	17	18	17	13	11
	Never used	25	21	23	24	36	25	35	23
	Not offered	1	0	2	2	1	0	1	1
Satisfaction with Program	Highly satisfied	55	61	62	65	67	76	65	80
	Satisfied but plan change	15	14	13	12	10	6	14	2
	Dissatisfied, but no change	9	7	8	9	9	8	10	4
	Dissatisfied & plan change	5	4	4	3	3	2	2	3
	No opinion	16	14	13	11	12	8	9	11
Extracurricular Activity Participated	Great deal	5	5	3	4	2	3	1	1
	A fair amount	14	16	13	11	7	8	9	6
	A small amount	25	26	19	26	12	18	10	14
	Have not participated	55	54	65	61	79	70	81	80
Do Students formulate school policy?	Yes	49	52	49	52	49	48	50	42
	No	17	11	19	12	10	7	13	8
	Don't know	34	37	33	37	42	45	37	49
Should students formulate school policy?	Yes	89	93	89	91	76	83	71	72
	No	3	1	5	1	13	7	17	11
	Don't know	8	6	5	8	11	10	12	17

Table 10 continued

Skills applicable to job	Yes, definitely	47	53	51	56	53	64	55	69
	Yes, could improve	29	27	31	31	34	24	30	24
	Poor, needs much improve.	11	8	9	3	5	2	5	4
	No, I'm unhappy	2	1	2	1	1	1	6	0
	No opinion	2	1	2	2	1	1	2	1
	No response given	10	9	6	6	6	8	2	4
Rating of training equipment	Good, up to date	51	56	48	53	42	55	42	55
	Acceptable	32	30	37	31	40	34	40	39
	Fair	7	5	8	5	7	4	9	2
	Bad, out of date	1	1	1	2	3	1	5	0
	No opinion	9	8	7	10	8	7	5	6
Teacher Evaluation	Most teach well	50	46	49	52	56	57	63	76
	Majority teach well	43	49	43	44	39	38	30	22
	Majority don't teach well	3	3	4	2	2	3	2	1
	Most don't teach well	0	1	1	1	1	0	1	0
	No opinion	3	1	3	1	3	2	5	2
Teachers Knowledge	Most up to date	71	71	72	72	77	78	75	82
	Majority interested	24	26	24	25	20	18	22	15
	Majority not interested	1	1	2	0	0	1	0	0
	Most not interested	0	0	0	0	1	0	0	0
	No opinion	3	2	2	2	3	3	4	4
Instructor Interest In You	Most interested	50	51	57	63	72	72	69	82
	Majority interested	35	36	30	25	19	20	25	12
	Majority not interested	7	7	7	5	3	5	2	1
	Most not interested	2	2	1	2	1	1	2	1
	No opinion	5	5	4	5	5	3	3	4
Instructors knowledge of world of work	Most well informed	66	72	68	69	74	75	73	86
	Majority well informed	26	21	25	21	19	16	20	9
	Majority not well informed	2	1	2	2	2	2	2	1
	Most not well informed	0	0	1	1	0	0	1	0
	No opinion	6	6	5	7	4	7	5	4

TABLE 11

STUDENT RATINGS OF EDUCATIONAL PROGRAM AT
THE TIME OF GRADUATION

Satisfaction with program	19 or less		20 - 24		25 - 39		40 and over	
	M	F	M	F	M	F	M	F
Highly Satisfied	23	28	26	27	29	38	33	44
Satisfied	62	60	61	61	60	53	57	50
Dissatisfied	11	10	10	8	10	7	7	4
No Opinion	4	3	3	5	2	2	3	2
Rating of Teachers								
Most Teach Well	40	37	41	42	46	53	48	58
Majority Teach Well	49	56	50	48	43	42	40	38
Majority Won't Teach Well	7	5	6	7	8	4	7	2
Most Don't Teach Well	1	1	2	1	1	1	1	1
No Opinion	3	2	2	3	2	1	4	2
Rating of Training Facilities								
Good	43	45	3[illegible]	42	39	51	32	44
Acceptable	41	41	45	41	42	40	45	43
Fair	10	8	12	10	13	7	17	8
Bad	2	1	2	2	3	0	3	1
No Opinion	5	5	4	5	3	3	3	4
Self-Rating of Performance								
Well Above Average	15	21	22	27	31	41	31	40
Above Average	37	38	41	38	37	35	39	35
Average	41	37	32	31	28	22	27	23
Slightly Below Average	6	4	4	3	4	2	2	2
Below Average	1	1	1	1	1	0	1	0

TABLE 12

AGE-GROUP PERCENTAGE DISTRIBUTIONS FOR
ITEMS DEALING WITH BACKGROUND AND OTHER INFORMATION

		19 Years Old or younger		20-24 Years Old		25-39 Years Old		40 Years Old or Older	
		M	F	M	F	M	F	M	F
Race	Black	5	7	5	10	6	14	8	6
	Amer. Indian	2	1	3	3	2	1	1	2
	White	80	78	78	78	82	75	77	83
	Mex. Spanish	2	2	4	3	4	3	2	2
	Oriental	6	7	6	2	3	3	5	2
	Preferred not to say	5	5	5	4	3	4	7	6
Father's Occupation	Managerial	10	12	10	10	8	8	9	8
	Professional	3	4	6	5	3	4	4	5
	Sales	4	5	3	4	3	4	1	3
	Semi Professional	5	4	4	3	3	3	4	3
	Semi Skilled	14	17	15	17	17	16	12	11
	Skilled Trades	18	16	20	15	17	10	20	16
	Small Business	16	14	14	13	14	15	17	23
	Supervisor	8	9	8	7	7	5	6	5
	Unskilled	8	6	7	8	14	14	13	11
	Not Applicable	13	13	13	17	15	13	14	14
Father's Educ. Level	Didn't know	10	8	11	11	13	13	21	18
	Eighth grade	17	17	22	22	34	36	36	38
	Some H. S.	18	15	17	14	15	13	14	14
	H. S. Grad	28	29	22	24	18	13	13	9
	Tech. or Bus. school	6	7	7	7	6	5	4	5
	Some college	8	10	7	9	3	6	3	5
	2-yr. coll. grad.	4	3	4	2	2	2	3	3
	4-yr. coll. grad.	6	7	4	4	5	2	1	1
	Some post-coll. grad work	1	2	2	2	2	2	1	0
	Advanced degree	3	3	4	5	1	3	4	3
Mother's Educ. Level	Didn't know	8	5	6	8	13	10	21	12
	Eighth grade	9	10	13	15	24	27	29	34
	Some H. S.	16	17	18	18	17	21	17	17
	H. S. Grad	43	40	38	32	30	20	20	17
	Tech. or Bus. school	6	8	5	8	4	8	2	7
	Some college	7	8	7	9	4	4	4	6
	2-yr. coll. grad.	4	5	4	5	3	3	3	3
	4-yr. coll. grad.	5	4	5	4	4	4	3	1
	Some post-coll. grad work	1	1	1	2	1	3	0	0
	Advanced degree	1	1	1	0	1	1	1	1

Table 12 continued.

Estimated Family Income	Didn't know	24	36	17	27	11	10	7	9
	Less than $3,000	3	4	5	6	5	8	4	7
	3,000-4,999	6	5	8	8	10	10	7	8
	5,000-7,499	12	9	17	13	19	15	17	17
	7,500-9,999	15	12	17	12	21	18	20	15
	10,000-14,999	21	15	17	14	19	19	22	16
	15,000-19,999	6	5	6	6	3	5	7	9
	20,000-24,999	2	3	2	1	1	1	1	2
	25,000 or more	2	2	3	4	1	1	2	3
	Consider it confidential	9	10	10	10	9	12	13	14
Hours expected to work per week	None	22	36	23	39	23	58	34	53
	1-15	36	38	28	32	16	20	19	17
	Over 15	35	24	33	22	19	10	12	15
	Full time	7	2	17	8	42	12	35	15
Actual hours worked	None	40	56	41	50	35	64	55	64
	5 or less	6	4	4	4	2	3	2	1
	6-10	10	10	8	10	6	8	8	8
	11-15	9	11	7	10	5	8	2	5
	16-20	13	10	9	11	5	8	3	7
	21-35	17	8	15	10	9	2	6	5
	More than 35	6	2	16	5	37	8	26	10
Outside learning experience	0-6	3	6	1	5	1	2	2	3
	7-10	13	21	6	14	4	12	5	10
	11-15	47	49	26	44	21	42	14	37
	16-19	32	23	52	33	53	39	49	43
	20-21	5	2	14	3	21	5	30	8
Going to enroll part or full time	Part	6	5	7	8	19	23	22	28
	Full	94	95	93	92	81	77	78	72
Employment status while in school	Full time	44	35	53	43	66	44	54	49
	Part time	27	28	19	21	12	16	10	16
	Not currently employed	29	37	29	36	23	40	36	35
Post-program enrollment status	Full time	65	57	54	42	46	36	45	34
	Part time	7	7	9	8	13	15	14	16
	Not enrolled, plan to return	16	14	20	23	21	28	21	19
	Not enrolled, no return	13	22	17	27	19	21	21	31
Plans for next year	Return to school	73	64	70	54	69	53	67	48
	Applied for job	3	6	5	9	4	9	2	13
	Transfer schools	5	6	6	6	3	5	6	3
	Attend part time	2	2	3	4	11	11	7	7
	Drop-other reason	1	1	1	1	1	1	0	1
	Plans indefinite	17	20	15	26	12	22	18	29

Table 12 continued.

Previous work experience	None	5	17	3	10	1	3	1	2
	Some part time	37	50	12	19	1	8	3	0
	full time for less than 1 yr.	39	26	22	23	4	9	3	5
	full time for 3-5 yrs.	16	8	52	44	26	40	8	24
	Full time 5 yrs. or more	3	0	11	5	68	41	85	60

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